

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

Youth Leadership Programs: Sub-Saharan African ECA/PE/C/PY-09-42

Office of Citizen Exchanges

Youth Programs Division

The POGI guidelines apply specifically to the Request for Grant Proposals (RFGP) issued by the Youth Programs Division for the Youth Leadership Programs with Sub-Sahara Africa. The proposal must conform to the RFGP, the guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). An application not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific Guidelines and the program information supplied in the accompanying RFGP, the RFGP is to be the dominant reference.

I. STATEMENT OF WORK

The Bureau of Educational and Cultural Affairs (ECA) and the Public Affairs Sections (PAS) of the U.S. Embassies in the participating countries are supporting the participation of teenagers and adult educators in intensive, substantive three week projects in the United States. The program focus is on the themes of civic education, leadership, tolerance and respect for diversity, and community activism. The students and educators will participate in workshops, community service activities, meetings with community leaders, and discussion groups and will have opportunities for substantive interaction with each other and their American peers.

The participating countries are as follows:

Sub-Saharan Africa Youth Leadership Program—Anglophone Countries:
Nigeria, Tanzania, Kenya, South Africa.

Sub-Saharan Africa Youth Leadership Program—Francophone Countries:
Burkina Faso, Chad, Cote D'Ivoire, Mali, Mauritania, Niger.

Responsibilities of the grant recipients include the planning and implementation of:

- 1) Activities that provide a substantive program on civic education and leadership through both academic-style and extracurricular components. Programming should include American participants whenever possible.
- 2) Opportunities for the adult educators to work with their American peers (professionals and volunteers) to help them foster youth leadership and civic

- education programs at home.
- 3) Logistical arrangements.
 - a) Properly screened host families for homestays
 - b) Disbursement of stipends
 - c) Local travel
 - d) Travel between sites
 - e) Enrollment of the participants in the Bureau's health benefits program
 - f) French language interpreters (including fees, domestic travel to program sites, and per diem)
 - 4) A welcome orientation that provides an introduction to the program and its objectives as well as an introduction to the United States.
 - 5) A closing workshop to summarize the project's activities and prepare participants for their return home.
 - 6) Design and implementation of an evaluation plan that assesses the impact of the program.
 - 7) Guidance and support for the participants' implementation of follow-on projects in their home communities.
 - 8) Timely reporting of progress to ECA.
 - 9) Fiscal management of all accounting and contractual relations.
 - 10) Financial and program reporting.

The grantee organization will not need to arrange for visas for entry to the United States; this will be handled by PAS and ECA. The participants will travel on J-1 visas (J Exchange Visitor Program).

II. PROGRAM SPECIFIC GUIDELINES

The goals of the program are (1) To promote mutual understanding between the people of the United States and the people of the partner countries; (2) To develop a sense of civic responsibility and commitment to community development among youth; (3) To develop leadership skills among students appropriate to their needs; and (4) To foster relationships among youth from different ethnic, religious, and national groups.

Selection and orientation: PAS staff in the U.S. Embassies will recruit, screen, and select the participants from underserved populations in these countries where youth are susceptible to adverse influences. PAS will also provide a pre-departure orientation for the participants, and arrange international transportation to the designated city in the United States. Selected students and their families will receive information on their U.S. program activities and host families from the grant recipient prior to the pre-departure orientation.

Participants: The participants will be students between the ages of 15 and 17 who have demonstrated leadership in their schools and/or communities, who are strong academically, and who exhibit an appropriate level of maturity, open-mindedness, and sociability for an international exchange program. The participant delegation will also

include teachers or community leaders who have demonstrated leadership and are expected to remain in positions where they can continue to do so. The Anglophone participants will be proficient in the English language. French language interpreters will be provided for the Francophone participants.

International travel: The U.S. Embassies in the participating countries will arrange and pay for international travel. Applicants should indicate the arrival airport in the United States in their proposals. The grant recipients will consult with PAS and ECA about specific dates and itineraries when the travel date draws closer.

Sites: The delegation should spend its time in the United States in only a few locations so that the participants have time to familiarize themselves with the host community. Applicants are strongly encouraged to arrange a portion of the program, from two to six days, in Washington, DC. This may take place at any point in the program. For the other locations, applicants should describe the rationale for their selections.

Housing: Homestays with local families should be arranged for most or all of the exchange period. A dormitory, hotel, or other housing is an acceptable arrangement for brief segments of the program, such as the welcome orientation, the closing session, or special workshops.

Program: The program should focus primarily on interactive activities, practical experiences, and other hands-on opportunities to learn about the fundamentals of a civil society, community service, conflict resolution and critical thinking, and building leadership skills. Suggestions include simulations, a volunteer service project, leadership training and team-building exercises. The program should also include school-based activities so that participants can meet their American peers, experience a U.S. school environment, and participate in some classes. Participants may learn about extracurricular activities such as student government, newspapers and journalism, debate, or peer mediation in school, in a community center, or another venue.

All programming should include American students wherever possible; sustained and substantive contact is preferable, so that the teenagers may get to know one another well. Cultural and recreational activities will balance the schedule.

Additional suggestions for the student program include exercises or simulations related to rule of law and citizen participation in government and in addressing societal problems (e.g., the environment or drug abuse prevention); meetings with government, community, and business leaders to see real-life examples of leadership in action; computer training for access to Internet resources and for follow-on communication; and cultural and historical tours.

The adult participants will have many program elements in common with those provided for the students, and will also have some activities designed just for them to help them

foster youth leadership and civic education programs at home. They should have time to meet with administrators and teachers in school settings. Their shared experiences with the students will allow them to serve as adult advocates for the alumni once they have returned home. Although some of their activities will overlap with the students, the educators should have some opportunities to work with their American peers to discuss civic education curricula, extracurricular youth leadership activities, volunteerism, civic participation activities for youth, and the organization and management of youth activities.

The grant recipient will conduct a welcome orientation for the participants upon arrival in the United States to introduce them to the program and the community. The program staff will also host a closing workshop for them just prior to their departure for home, which will focus on summarizing the experience, developing plans for activities at home, and preparing for re-entry.

The participants should be encouraged and assisted with developing projects to implement on their return home, such as supporting student government or other means of student involvement in the decision making process in schools, producing visual materials that share information on issues that affect their daily lives, developing peer-support or peer-mediation programs or workshops, cooperating with local NGOs trying to develop a spirit of volunteerism, or supporting activities that help increase media coverage of youth issues. The ideas and plans should spring from the participants, but the project staff should be prepared to assist the participants in developing these plans during the U.S.-based project.

Follow-on Activities: Applicants should develop a creative plan to help support alumni as they implement follow-on projects in their home communities. This may include the provision of materials, serving as a resource or advisor, and working with the Embassies to help nurture on-going contact with the participants. Correspondence and project activity by Internet may not be possible in all areas, but should be facilitated for those who do have access, in part through the utilization of the State Alumni (alumni.state.gov) and ExchangesConnect (connect.state.gov) websites. For additional guidance please refer to the Proposal Submission Instructions (PSI) of the solicitation document.

Evaluation: The Government Performance and Results Act (GPRA) of 1993 requires that federal agencies measure the results of their programs in meeting performance goals. The proposal should demonstrate the applicant's plan to measure the long-term impact of the program to determine how the participants' attitudes and behavior have changed and to evaluate the acquisition of knowledge and skills associated with leadership and civil society.

Other notes: The recipient organization is responsible for all components of the program outlined in this document. The Bureau requires the recipient organization to communicate with the Public Affairs Sections of the U.S. Embassies and with the Bureau of Educational and Cultural Affairs on a regular basis about program activities. The organization must

also inform the ECA program officer of their progress at each stage of the project's implementation in a timely fashion. All materials and correspondence related to the program will acknowledge this as a program of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The Bureau will retain copyright use of and be allowed to distribute materials related to this program as it sees fit. For additional guidance please refer to the Proposal Submission Instructions (PSI) of the solicitation document.

PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. In the narrative, applicants should not only describe major program activities but also explain and justify their programmatic choices. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible. The proposal should address succinctly, but completely, the elements described below and must follow all format requirements.

The proposal should include the following items:

TAB A - Application for Federal Assistance Cover Sheet (SF-424)

TAB B - Executive Summary

In one double-spaced page, provide the following information about the project:

1. Name of applicant organization and participating institutions
2. Beginning and ending dates of the program
3. Nature of activity and venues
4. Anticipated outcomes
5. Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources

TAB C - Narrative

Within 20 double-spaced, single sided pages, provide a detailed description of the project addressing the areas listed below.

1. Vision

Describe the project objectives and the desired outcomes, i.e., the knowledge, skills, and/or attitudinal changes the participants will acquire.

2. Participating Organizations

Identify any primary partner organizations for the program, their roles, and the applicant's reasons for including them.

3. U.S. Program Activities

Describe in detail the preparations for the arrival of the delegation(s), such as selecting

and orienting host families, as well as an overview of the program activities, including the welcome orientation, educational program, site visits, cultural and community service components, and closing workshop. In an appendix to the narrative, provide a proposed schedule/itinerary of the project that outlines daily activities.

4. Follow-on Activities

Describe a plan to provide support and guidance for the participants' follow-on activities in their home countries.

5. Program Monitoring and Evaluation

Applicants should indicate how they would monitor the project and the progress of the participants. Applicants should include a plan describing how success in meeting the stated goals of the program will be measured and reported. ECA recommends that the proposal include a draft survey questionnaire or other technique.

6. Diversity

Explain how the program will highlight American diversity [geographic (including urban/rural), ethnic, racial, religious, socio-economic, etc.] and demonstrate how diversity can contribute to a vibrant civil society.

7. Institutional Capacity and Project Management

Outline the applicant organization's capacity for doing projects of this nature. Describe the program staffing (individuals and responsibilities), qualifications, structure, and resources, including the staff that will be responsible for guiding and mentoring the participants throughout their time in the U.S.

8. Work Plan/Time Table

Outline the phases of the project planning and implementation.

TAB D - Budget Submission

1. Budget Information – Non-Construction Programs (SF-424A)
2. Detailed Budget (list allowable costs and any other program specific budget issues.)

The approximate amount of funding available is \$210,000 for the Anglophone Countries Youth Leadership Program and \$375,000 for the Francophone Countries Youth Leadership Program. The Bureau anticipates supporting two grants. Organizations may apply for the Anglophone Countries program or for the Francophone Countries program; they may not apply for both. Funds may be used to support the program and administrative costs necessary to implement the U.S.-based components of this program.

Please submit a comprehensive line item budget, as stated in the Proposal Submission Instructions. An explanatory budget narrative must also be included. For clarification, applicants may provide separate sub-budgets for each program component, phase, location, or activity.

In addition to administrative costs, the budget must cover all participant expenses in the United States. ECA grant funds may be used to cover staff and participant travel in the United States (both within and between cities), food and lodging (when not in homestay), educational materials, honoraria, cultural activities, meeting costs, reasonable stipends for participants (pocket money for incidentals while in homestays), support of follow-on activities, and justified expenses directly related to supporting program activities.

The U.S. Embassies in the participating countries will cover recruitment and selection costs, orientation expenses for participants, travel expenses for participants within the country, international airfare, and a travel allowance.

Significant cost sharing is expected. While there is no rigid ratio of administrative to program costs, the Bureau urges applicants to keep administrative costs as low and reasonable as possible.

Payments for homestays are not allowed as either a grant-funded or cost-share line item. The grant recipient will enroll exchange participants in ECA's Accident and Sickness Program for Exchanges (ASPE). Applicants need not include these health benefits costs in their budgets.

Maximum limits on grant funding are as follows: Books and educational materials allowance-\$100 per participant; Conference room rental costs-\$250 per day per room; Consultant fees and honoraria-\$250/day; Cultural allowance-\$150 per participant; Per diem-standard government rates; Evaluation costs- 3% of the grant. Organizations are encouraged to cost-share any rates that exceed these amounts.

Please refer to the PSI for allowable costs and complete budget guidelines and formatting instructions.

TAB E

- *Letters of commitment from program partners and/or proposed sub-awardees*
- *Resumes of all program staff should be included in the submission. No one resume should exceed two pages.*
- *Attachments/appendices, including proposed project itinerary. Please limit to those materials essential for understanding the proposed program.*

TAB F

1.) SF-424B, "Assurances - Nonconstruction Programs".

2.) First time applicant organizations and organizations which have not received an assistance award (grant or cooperative agreement) from the Bureau during the past three (3) years, must submit as an attachment to this form the following: (a) one copy of their Charter OR Articles of Incorporation; (b) a list of the current Board of Directors; and (c) current financial statements. Note: The Bureau retains the right to ask for additional

documentation of those items included on this form.

3.) **Please note:** Effective January 7, 2009, all applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form.

Those who do not file IRS Form 990 must submit information above in the format of their choice.

In addition to final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one- page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

4.) Include other attachments, if applicable, i.e. the SF-LLL form, etc.

APPLICATION SUBMISSION

The RFGP indicates the date the complete proposal is due and the manner in which proposals must be submitted. There are NO EXCEPTIONS to this deadline. For further information regarding this program or the competition, contact Shalita Jones, Program Officer, Youth Programs Division, at (202) 203-7507; Fax: (202) 203-7529; e-mail: jonesSA1@state.gov.